# San José State University School/Department GLST 164, Seminar in Global Citizenship, Sec.1

# Spring 2016

## Course and Contact Information

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| Instructor: | Jessy Goodman |
| Office Location: | FOB 109 |
| Telephone: | Please contact me via email |
| Email: | jessy.goodman@sjsu.edu |
| Office Hours: | Tues. 2-3pm; Weds. 12:15-1:15pm; Fri. by appointment |
| Class Days/Time: | Tu 3:00-5:45pm |
| Classroom: | CL 224 |
| Prerequisites: | Upper-division standing, prof. consent, or acceptance into Salzburg Program |

## Canvas Access and MySJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for accessing the site to learn of any updates, announcements, or new materials. Access to “Writer’s Help,” a comprehensive writing and style guide on Canvas, is mandatory, especially for help with citation formatting. Please ensure that the email address linked to your MySJSU account is the one you check regularly.

## Course Description

This course is “designed to encourage and inspire students to develop their own understanding of the concept of global citizenship and to develop informed perspectives related to concerns of the global community. Students will be asked to consider the impact they may have, as well as their individual and collective responsibilities, as global citizens, within their local, national, and global communities” (SJSU catalog description).

**Section-Specific Course Description: The Fun Stuff**

In this class, we will focus on readings and other materials that address diverse conditions around the world and closer to home, concepts relating to modern globalization, and ways students can relate to and impact how our world works, in relation to a complicated network of globalizing factors. Students will read about and discuss social, cultural, political, historical, and economic issues affecting the people of our world, to name a few. Two special, timely focuses within these topics include race in America and women’s rights across the globe. In addition to our course texts, we will also look at current news sources and other mediums, including movies, YouTube clips, visual texts, maps, and interactive online resources. You are encouraged to share any type of source relating to our course topics that you may come across. Collaboration will play an important role in this class, and group discussions will be an invaluable tool as we dig into complex global concepts. The world is changing more rapidly than at any point in history, and humans are more connected than ever before. As such, the goal of this course is to encourage you to consider the world from the perspective of a “global citizen”—a resident not only of San Jose, California, or America, but of an increasingly interconnected world. Note that while Salzburg Scholars make up much of this class, it is first and foremost a Global Studies course. If you are not attending the Salzburg conference this year, don’t worry—you will still learn plenty of valuable information that will apply to your field. The goal of this class is to make sure we experience a wide variety of perspectives, and everyone’s input is equally valuable.

This course will encourage you to take nothing at face value and question everything to reach *your own* logical conclusions, using critical thinking as a tool in your global citizenship tool belt. Nothing is ever as simple as it is presented to us, especially in a globalized world where conflicts can stretch across continents in minutes and where the media often doesn’t provide the full story; critical thinking requires us to dig deeper and take nothing for granted. One more time for good measure: QUESTION EVERYTHING—ESPECIALLY YOUR OWN VIEWS AND BELIEFS.

## Learning Outcomes and Course Goals

### GE Learning Outcomes (GELOs):

Upon successful completion of this course, students will be able to

GELO 1: *understand the concept of globalization, forms of globalization, and their positive and negative aspects.*

GELO 2: *understand the concept and responsibilities of global citizenship.*

GELO 3: *understand the implications of such global issues as gender, energy, climate change, cultural diversity, poverty, health, peace & war, terrorism, security, human rights, migration, food security, etc.*

GELO 4: *understand the interdisciplinary and holistic nature of global studies—that every academic discipline can contribute to the understanding of global phenomena.*

GELO 5: *utilize newly-developed skills in reading, writing, critical thinking and analysis to communicate their understanding problems confronting the global community, both in writing and verbal communication.*

Literacy Objectives:

Upon successful completion of this course, students will have attained the following abilities:

1) Identify a variety of potential sources for information.

2) Find and retrieve information from various sources.

3) Critically evaluate the information retrieved and its source before using it.

4) Demonstrate competence in analyzing information, comparing and synthesizing with other sources.

5) Be acquainted with various types of information sources including magazine articles, academic journals, news sources, books, websites, and video.

6) Be familiar with various research tools such as index, catalog, database, or search engines.

## Required Texts

**\****Introduction to International and Global Studies* by Shawn Smallman and Kimberly Brown (2011 edition or newer OK; ISBN 978-0-8078-7175-1)

**\****Between the World and Me* by Ta-Nehisi Coates (ISBN 978-0-8129-9354-7)

*Half the Sky* by Nicholas D. Kristof and Sheryl WuDunn (ISBN 978-0-307-38709-7)

*Americanah* by Chimamanda Ngozi Adichie (ISBN978-0-307-45592-5

**\*NOTE: PURCHASE THESE TWO TEXTS IMMEDIATELY AS WE WILL BEGIN WORKING WITH THEM VERY SHORTLY. The others you may purchase before we are scheduled to read them.**

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at http://www.sjsu.edu/senate/docs/S12-3.pdf.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at http://www.sjsu.edu/senate/docs/F69-24.pdf states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Participation: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group discussions, bringing materials to class, focusing on the task at hand instead of, for example, other classes or your phone, and essentially contributing to the learning process of our discussion-style classroom. Participation will make up a significant portion of your grade. If you do not attend class, you will miss out on opportunities to earn participation points. (GELOs 1,2,3,4,5)

Online Discussions: Each week, all students are responsible for posting responses to the readings in our textbooks. Each response must be **100 words minimum and posted by midnight the day before class (Monday night)**, so your classmates will have a chance to look over the comments and prepare for the in-class discussion. If you do not post, you will lose points for that day. You do not need to post responses to readings or materials outside of our four core texts unless otherwise instructed, but you are certainly welcome to. This exercise will help generate conversation on Canvas, allow you to get your thoughts in order for the next in-class discussion, and facilitate your ability to earn participation points by ensuring you are prepared for each discussion in advance. **Please do not simply summarize the readings; you should make connections, analyze, ask questions, explore your understanding of the reading, etc. Utilize critical thinking to dig beneath the surface.** If you are not sure what to talk about, you can always engage in a thoughtful online discussion based on a classmate’s post or, in response to the Smallman and Brown text, you may use the questions at the end of each chapter as a jumping-off point. (GELOs 1,2,3,4,5)

Presentations: We will have two group presentations during the course of the semester. The first will be a “cultural investigation” that involves researching and presenting a taste of the art, music, literature, etc., of a particular culture. This will also require you to contact and interview a student cultural group on campus (preferably attending one of their events as well), linking the ideas of global citizenship with our local cultural landscape. The second presentation will require you to research a local issue in the Bay Area (anything from homelessness to pollution to political clashes and beyond) and tie it to a similar issue in the larger world. More information on these presentations will be provided as the dates approach. (GELOs 2,3,4)

Short Papers: You will write two short papers this semester: one in which you define what global citizenship is to you, based on our class discussions, and a second in which you profile someone who you consider to be a prime example of a “global citizen.” Be creative—I don’t want you to regurgitate what we discuss in class, but instead interpret the assignment to show me that you understand the concepts we have gone over. Again, I will go over the specific requirements when I assign each paper. (GELOs 1,2,5)

Creative Term Paper: Because literature can be a powerful tool of cross-cultural communication and understanding, for your final project you will research and create your own piece of literature. Do not be fooled: this paper will still fulfill the function and workload of a typical term paper (while allowing you to be creative and flex muscles not often used in a global studies course). We will read several pieces of short fiction representing various cultures and global issues, discuss the research involved in their creation, and come up with strategies to apply those research skills to your own global-minded stories. You may choose your general topics from a list I will provide or present another option to me for approval. The final product will include a one-page analysis of how your story relates to the issues of globalization/global citizenship that we have discussed in class and how it represents the specific global issue you have chosen, with specific details. I am open to other creative projects, but they must also include a one-page written analysis, and **you must get your idea approved by me first prior to beginning work on the project**. Your presentation on our scheduled final day will consist of you telling your classmates a bit about your project and what you learned in the course of your research.

(GELOs 1,2,3,4,5)

**NOTE: Part of your paper grade is the in-class peer workshop we will conduct toward the end of the semester. You will lose 25% of your final paper grade if you do not participate in the workshop and provide constructive feedback to your peer partner.**

* Project proposal: As part of the final project, you will write a short (1-2 page) pitch detailing the story you plan to create, with specifics on location, conflict, characters, etc. You will also discuss your research plan and how you will successfully complete the project. If you do not submit a proposal and receive my approval, I will not accept the final paper. (GELOs 3,4)
* Annotated Bibliography: Prior to writing your creative term paper, you will compile an annotated bibliography with the sources that have informed your story. I will not accept your final paper if you have not turned in this assignment. Please contact the GLST library liaison if you need assistance in your research. We will discuss the requirements for this assignment later in the semester. (GELOs 1,3,4,5)

## Grading Policy

You can earn up to 100 points in this course. Please refer to the point breakdown as outlined below. **The grading breakdown is subject to change with advance notice.**

Course assignments will be weighted as follows:

Participation/online discussion: 20%

2 presentations (10x2): 20

2 short papers (10x2): 20

Term paper: 20

Project proposal: 5

Annotated bibliography: 10

Final presentation: 5

Late assignments: You will lose one full letter grade on an assignment for each day it is late. In extreme circumstances, you may arrange for a later due date without penalty, but you must communicate with me about it as far in advance as possible, and you are not guaranteed an extension. Do not take advantage of this!

Grammar/mechanics: Although this is not a writing class, I expect you to communicate clearly and cleanly, turning in polished and proofread assignments. If you have difficulty with mechanics, please visit the Writing Center in CL 126. It is your responsibility to do so if you know your writing skills aren’t quite up to snuff. On occasion, I may return a paper to you and ask that you visit the WC, then resubmit, if there are serious errors that impede meaning or show a lack of effort.

Extra Credit: You may attend up to two events on or off campus for extra credit, provided you write a polished, thoughtful 1-2 page reflection about the event. The event must in some way relate to or inform the spirit of our class. I will post events throughout the semester in “discussions” on Canvas, and your homework for the first week of class will involve finding and posting events.

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| **93-100 points = A (93%-100%)** | **73-76 points = C (73%-76.9%)** |
| **90-92 points = A- (90%-92.9%)** | **70-72 points = C- (70%-72.9%)** |
| **87-89 points = B+ (87%-89.9%)** | **67-69 points = D+ (67%-69.9%)** |
| **83-86 points = B (83%-86.9%)** | **63-66 points = D (63%-66.9%)** |
| **80-82 points = B- (80%-82.9%)** | **60-62 points = D- (60%-62.9%)** |
| **77-79 points = C+ (77%-79.9%)** | **0-59 points = F (0%-59.9%)** |

**This course must be passed with a C or better as a CSU graduation requirement.** Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

## Classroom Protocol

Sensitivity: Because of this course’s focus on global issues, we will sometimes discuss difficult, polarizing, or controversial issues and concepts. I do not expect you to all have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I *do* expect is that you listen to and respond to differing opinions, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; *engage with each other in a productive manner*. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes.

Canvas: You must have access to Canvas to participate in this class. All supplementary readings, videos, etc., that are not in the course textbooks will be posted on Canvas, in addition to copies of assignments, the syllabus, and more. Some weeks, we may not use Canvas at all, but we will rely on it heavily during other weeks. Later in the semester, you will also be expected to post and respond to discussion questions on Canvas. You will need to post materials for your grammar and reading presentations as well. Periodically, I will post important announcements, so please check Canvas frequently. You must print all readings from Canvas and bring them the day they are assigned so we can discuss them or have another way to access them in class.

Absences: If you miss a class, contact a classmate to get notes, assignments, etc. It is up to you to show up prepared to the next class session. Don’t email me asking what you missed—if I don’t respond, you likely asked me a question that you should first ask a classmate. **Please do not ask me to do extra things for you if you miss class.** You will not receive participation credit for days you miss unless you inform me before class meets that you are ill or have an extenuating circumstance and make arrangements to complete the class work. You will exchange contact information with other students on the first day of class.

Lateness: If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is rude to the instructor and your classmates, and I will call you on it.

Electronic devices: Cell phones, iPods, laptops, tablets, etc. are not allowed in class except to access the required readings. Otherwise, silence all devices, put them away before class begins, and do not take them out again until class has finished. You will receive no participation credit for the day if you use your devices in class for anything other than coursework.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s [Policies and Procedures](file:///C:\Users\Jessy%20Rose\AppData\Local\Microsoft\Policies%20and%20Procedures), at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic\_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at http://www.sjsu.edu/advising/.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

* “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  + In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
* “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD\_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

### Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at http://www.sjsu.edu/senate/docs/S14-7.pdf.

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter.

# GLST 164 / Global Citizenship, spring 2016, Course Schedule

*This schedule is subject to change with fair notice and how the notice will be made available. Additional short readings, podcasts, videos, current events, etc., will be assigned in class semi-regularly as well.*

**NOTE:** Please read all assignments by the date listed—not for the following class meeting.

## Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
| --- | --- | --- |
| 1 | 2/2 | Introductions  What is a global citizen?  Watch “The Danger of a Single Story” |
| 2 | 2/9 | Read *Globalization: A Very Short Introduction*; comment on Canvas  Watch “Babel” |
| 3 | 2/16 | Read chpts. 1&2 of Smallman and Brown; comment on Canvas  **Paper 1 assigned: What Does Global Citizenship Mean to You? (1-2 pages, double spaced)** |
| 4 | 2/23 | Read *Between the World and Me* (finish book); comment on Canvas  Watch “Spanish Lake” documentary |
|  | **2/24** | **SPECIAL EVENT: Ruby Bridges to accept Steinbeck Award, 7:30pm, Student Union Theater; tickets available at Event Center box office or on Ticketmaster** |
| 5 | 3/1 | Read chpts. 3&4 of Smallman and Brown; comment on Canvas  Vote on *Half the Sky* reading selections  Begin watching “Half the Sky” documentary  **Paper #1 DUE**  **Cultural Presentation Assigned** |
| 6 | 3/8 | Read chpts. 5&6 of Smallman and Brown; comment on Canvas  Read *Half the Sky* selections; comment on Canvas  Continue “Half the Sky” documentary |
| 7 | 3/15 | Read *Half the Sky* selections; comment on Canvas  Read “Embedding Possibilities” on Canvas  **Review prompt for final creative project**  **Cultural Presentations** |
| 8 | 3/22 | Read chpts. 7,8,&9 of Smallman and Brown; Comment on Canvas  **Cultural Presentations**  **Local Issue Presentation assigned** |
| 9 | 3/29 | **NO CLASS – SPRING BREAK** |
| 10 | 4/5 | Read *Half the Sky* selections; comment on Canvas  **Proposal due for final project**  **Annotated Bibliography assigned** |
| 11 | 4/12 | **Local Issue Presentations** |
| 12 | 4/19 | Read *Americanah* to chpt. 16; comment on Canvas  **Continue Local Issue Presentations** (if needed)  **Paper #2 assigned: Global Citizen Profile (2 pages, double spaced)** |
| 13 | 4/26 | Read *Americanah* to chpt. 35; comment on Canvas  **Paper #2 DUE** |
| 14 | 5/3 | **Annotated bibliography DUE**  Read chpts. 10&11 of Smallman and Brown; comment on Canvas  Catch up if needed |
| 15 | 5/10 | Finish *Americanah*; comment on Canvas  **Draft of final project PEER WORKSHOP** (mandatory participation) |
| 16 | 5/17 | **NO CLASS – “DEAD” DAY** |
| Final Exam | MONDAY  5/23 | 2:45-5:00pm  Read chpts. 12&13 of Smallman and Brown; comment on Canvas  **Final project DUE; final presentations**  **ATTENDENCE IS MANDATORY** |